

# DRAFT - 5/11/16



## 2017

# Workforce Education Policies





# Mississippi Community College Board

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Division of Workforce, Career and Technical  
Education

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## Overview

The Mississippi Comprehensive Workforce Training and Education Act of 2004 provides that the Mississippi State Workforce Investment Board (SWIB) shall “develop and submit to the Governor a strategic plan for an integrated state workforce development system to more effectively and efficiently meet the demands of Mississippi’s employers and job seekers”. Subsequently, the SWIB continuously works through a series of committees to create strategies and plans for Mississippi’s workforce development system in the form of Workforce Investment Plans in compliance with Title I of the Workforce Investment Act of 1998, The Wagner-Peyser Act and various committee recommendations and actions. In concert with these efforts, the Mississippi Community College Board (MCCB) annually creates policies and procedures for the deployment of workforce training at each of Mississippi’s 15 public two-year institutions. The FY2017 policies put forth in this document include and add operational detail to the most recent SWIB plans and recommendations for workforce development.

The MCCB and the colleges view their primary role within the state’s workforce development system to be the provision of training, and therefore maintain the following goals:

1. to provide the citizens of Mississippi the skills needed to be more productive and have an improved quality of life,
2. to provide the employers of our state a better trained and educated workforce and,
3. to train for higher skilled and higher wage jobs for businesses, industries, and employees in our state.

When possible, these goals are to be pursued as partnerships between employers and the local community or junior college, with shared costs. The policies listed herein represent the full and complete policies, as approved by the MCCB, to be followed in preparing and submitting all workforce projects. Exceptions to any policy must receive approval of the Executive Director of the MCCB or his designee. Policy exceptions will be made on a case-by-case basis.

## TABLE OF CONTENTS

<b>Overview .....</b>	<b>3</b>
<b>I. Training Priorities</b>	
(a) Targeted Industries .....	5
(b) Specifically Targeted Courses or Economic Development Projects .....	5
(c) Funding Priorities .....	5
<b>II. Trainee Credentialing.....</b>	<b>6</b>
<b>III. Enhancement of College Workforce Development Centers</b>	
(a) Regional/Industry Specific Centers of Excellence .....	7
(b) Professional Development Programs .....	7
(c) Instructional Quality.....	8
(d) Marketing .....	8
<b>IV. Accountability/Performance</b>	
(a) Fiscal Accountability .....	8
(b) Programmatic Performance .....	8
<b>Appendices</b>	
<b>Career and Technical Education Challenge Grant Documentation Initiative .</b>	<b>12</b>
Instructional Quality Documentation .....	18
Project Fiscal Policies .....	24
Memorandum of Agreement Between Colleges Form.....	38
Mississippi Advantage.....	40
Monitoring Instrument .....	46
Adjunct/Part-Time/Overload Agreement.....	53
Community College Training That Counts .....	55
Business and Industry Flow Chart .....	58
Workforce Training Business Application .....	60
Workforce Education Internship Policy .....	63

## I. Training Priorities

- (a) Targeted Industries – During the 2006 calendar year, it became apparent that the differing entities associated with workforce development each maintained separate and often differing lists of targeted industries. In an attempt to consolidate and better define a set of targeted industries, the SWIB created a Business Outreach and Targeting Industry Committee. At its June 2006 meeting, the SWIB endorsed the proposed list of targeted businesses and industries recommended by committee. The community college system recognizes the endorsed list and will utilize such as the targeted industries list for workforce training. The target list is as follows:

- Aerospace
- Automotive Assembly
- Automotive Suppliers
- Contact Centers
- Defense/Homeland Security
- Fabricated Housing & Housing Components
- Food Processing
- Metal Fabrication & Steel
- Plastics/Polymers/Chemicals
- Shared Service Centers
- Shipbuilding
- Timber/Wood Products
- Warehouse & Distribution

Further, colleges are encouraged to submit training projects that are associated with training for sectors with documented high wage jobs (those with an hourly rate greater than \$15).

- (b) Specifically Targeted Courses or Economic Development Projects – In accordance with recommendations made by the SWIB committee on leveraging community colleges, local colleges are urged to review local needs for local high growth/high demand courses and projects that are unique to their district. Such projects should demonstrate a valid economic impact in the region and may qualify for either traditional or challenge grant funding.

- (c) Funding Priorities – In accordance with SWIB recommendations associated with the Mississippi Workforce Enhancement Training Fund (WET Fund), there shall be three funding categories: traditional funding, new and expanding business funding, and challenge grant funding. The following shall represent the priority of project approval within each category:

- i. Traditional Funding (~~90~~62.5% of WET Fund)

1. Projects serving existing workers in existing businesses inclusive of consortium based projects serving multiple businesses, and small businesses. (Within this group, projects resulting in a credential will receive first priority.)

2. Projects targeted toward training for those businesses and industries previously identified in items (a) and (b) above.
  3. Other specialized projects as required.
- ii. New and Expanding Business Funding (10% of WET Fund)
    1. Projects serving new businesses locating within the state as identified by the Mississippi Development Authority, or the local college.
    2. Existing businesses within the state that are expanding product lines, expanding facilities, re-starting facilities, and/or adding new employees equivalent to 10% or more of the businesses current employee base as identified by the local college.
  - iii. CTE Challenge Grant Initiative Funding (0-20% of WET Fund)
 

Projects selected competitively that demonstrate a measurable impact on one or more of the long range goals of the state workforce system and fall outside traditional project guidelines. Appendix A presents a description of the challenge grant program and the application and award process.
  - iv. Collaborative Consortia Grant (7.5% of the WET Fund)
 

During the 2013 Legislative session, the legislature passed and the Governor approved House Bill 932, which provided an \$8,000,000 onetime transfer into the WET Fund. In an attempt to establish statewide consortia, \$1,500,000 of the onetime transfer ~~will be~~ was designated at collaborative consortia grant funding; with \$500,000 available for each consortium. ~~The Appendix H presents a description of the Collaborative Consortia Grant process.~~ The three designated consortiums will receive \$500,000 for each consortium to continue in FY 2017.

## **II. Trainee Credentialing**

Two primary concerns of all entities involved in workforce education in Mississippi are skill attainment and skills portability. Both of these concerns can be addressed by developing stronger models for trainee credentialing. A study undertaken in FY2007 by the MCCB and the College Workforce Center Directors resulted in the following recommendations related trainee credentialing:

- i. A nationally recognized test that will verify and certify career readiness should be pursued.
- ii. Any career readiness certificate pursuit should be amenable to the inclusion of career and technical skills endorsements.
- iii. Projects resulting in national skills standard or other credentialing and not necessarily serving an existing worker and/or business. Each college will be allocated up to \$10,000 to pursue national credentials.

- iv. A State of Mississippi industry-recognized credential. This credential must be transferable or mobile within the State. In collaboration with the colleges and constituents the MCCB will develop a list of approved credentials. A process will also be developed to approve credentials to add to the list.

~~In FY2017 the community and junior college system will continue to pursue these recommendations. Further, a CRC oversight committee has been created and preparations are being made to staff and pursue this credentialing effort.~~

### **III. Enhancement of College Workforce Development Centers**

The community college system recognizes the need to continually enhance and improve the availability and quality of training at the Workforce Development Centers. In FY2017 a series of enhancement actions as described below will be undertaken.

- (a) Regional/Industry Specific Centers of Excellence – While it is not plausible to convert all activities within an existing center to specific tasks and still serve all of a region’s needs, it is plausible that certain components of the centers can be developed as industry and/or regionally specific Centers of Excellence. College workforce centers are encouraged to pursue the centers of excellence concept for business and industry under the auspices of Challenge Grant Funding.
- (b) Professional Development Programs – The MCCB recognizes the need to aid the workforce centers in developing their staff and instructors in order to maintain the highest quality levels.
  - i. In FY2017, the MCCB will fund a state-wide professional development program for the college workforce divisions, as developed and requested by the Workforce Center Directors Association. The association is encouraged to utilize community and junior college facilities and instructors and Mississippi universities for such activities.
  - ii. In FY2017, the MCCB will sponsor quarterly Workforce Center Director meetings. These meetings will rotate across the state at the Workforce Development Centers and will facilitate the SWIB Leveraging Community and Junior Colleges committee’s recommendation of sharing best practices.
  - iii. In FY2017, the MCCB will provide assistance to the colleges in sending workforce training staff to statewide meetings such as the Governor’s Workforce Development Conference and the Creating Futures Through Technology Conference (March, 2017).
  - iv. MCCB will continue to provide individual technical assistance to all colleges on an as needed basis. In FY2017 regional workshops will be held to provide additional technical assistance and training.



- (c) Instructional Quality – Based on recommendations by the workforce center directors’ instructional quality committee, FY2017 workforce projects will be required to maintain documentation on file that verifies the key components of a quality training course. Examples documents are provided in Appendix B.
- (d) Marketing –The MCCB will continue to allow colleges to write projects for marketing of the workforce education centers. Development of marketing materials such as regionally-customized CD’s, print materials and websites will be pursued as applicable at the state level as well. The MCCB Workforce logo must be included on all printed materials.

#### **IV. Accountability/Performance**

- (a) Fiscal Accountability – The MCCB maintains fiscal accountability in two ways:
  - (1) by setting project writing and expenditure policies for colleges to follow and
  - (2) by conducting an annual monitoring visit to each college. FY2017 project writing and expenditure policies are included here as Appendix C. Fiscal monitoring visits consist of a review of a random sample of approximately 10% of a college’s projects for the previous year. A variety of checks and balances is referenced, including but not limited to comparing the training plan to the class roll sheets, comparing reimbursement requests to invoices and instructor time sheets, reviewing instructional quality checklists and reviewing the notes on instruction as monitored by the center staff. The MCCB reserves the right to conduct 100% monitoring visits and the right to monitor any ongoing activities at any time. In the event that discrepancies are found, appropriate corrective action is taken and the college is provided technical assistance as needed. A copy of the monitoring instrument for FY2017 projects is provided as Appendix D.
- (b) Programmatic Performance – In FY2017, the MCCB will continue to have available performance information such as number of employees and employers being served, type and quantity of training course, and other information that can be determined from the project database. The robust performance system will continue to be used. See below:
  - 1. the development of a common dataset,
  - 2. electronic collection and storage of data, preferably in the local colleges existing student information system,
  - 3. electronic systems be able to export information through data files to other entities,
  - 4. data files are to be used for the purposes of transcribing non-credit activities, MCCB non-credit enrollment management, and for use in determining performance on SWIB/MCCB jointly approved performance measures, and

In order to facilitate the move to this performance measurement system, the MCCB in conjunction with the college and other partners define the following three file

structures as the required common dataset that must be maintained for each training activity.

<b>Data File – Student</b>	
<b>Data Element</b>	<b>Description</b>
Last Name	Student’s Last Name
First Name	Student’s First Name
SSN	Student’s 9 digit Social Security Number
DOB	Student’s Date of Birth
Race/Ethnicity	Student’s Race and/or Ethnicity
Gender	Student’s Gender
Level of Education	Highest Level of Education Completed
Employment Status	Employed or Unemployed
Employment Type	Part Time, Full time, Temporary, Seasonal
Occupation	Job Title
Address	Street Address
City	City
State	State
Zip	Zip Code
County	County of Residence
Term	College Term/Semester
Course Number	Unique course Identification Number

<b>Data File -- Course</b>	
<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number (state tax id)
Campus	Location where course is offered
Instructor Name	Name of Course Instructor
Costs	Amounts of Funding in Dollars

<b>Data File -- Industry Based Training</b>
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<b>Data Element</b>	<b>Description</b>
Term	College Term/Semester
Project Number	Unique Project Identification Number
Project Amounts (costs)	Amount, in dollars, obligated for project
Funding Source	Source of Funding for Course
Reimbursed Amount	Actual Dollar Amount Reimbursed
De-obligated Amount	Amount in dollars, de-obligated for project
Course Number	Unique Course Identification Number
Course Title	Name of Course
Code	MCCB Classification Code for Course
Start Date	Month/Day/Year that course begins
End Date	Month/Day/Year that course ends
Hours	Length of Course/Training in Hours
Day	Days of the week course is offered
Credit	Number of College Credits
Company Name	Name of Company
Company Federal Identification Number	Federal Identification Number
Company MDES Account Number	MDES Account Number

The above dataset when managed properly and with the added ability to make comparisons to Mississippi's UI database will provide the information necessary to determine performance on a set of common measures as developed by the SWIB and MCCB. Additionally, there exists a host of other questions that may be of interest to the local college that can be answered by the above data set. Individual colleges are encouraged to review the data reports for locally valuable information. The common measures to be determined for each college and subsequently compiled for the state shall include those approved by the SWIB and MCCB. The measures are as follows:

1. Entered Employment – This measure will determine if people who receive services gain employment. This measure is only applied to those participants who are not employed at the date of participation. It is calculated by dividing the number of participants who are employed in the first quarter after the exit quarter by the number of participants who exit during the quarter.
2. Employment Retention – This measure will determine if people retain their jobs. This measure will only be applied to those who are employed in the first quarter after the exit quarter. It is calculated by dividing the number of participants who are employed in both the second and third quarters after the exit quarter by the number of participants who exit during the quarter.
3. Average Earnings - This measure will determine if the population served is inclusive. This measure would only be applied to those participants who are employed in the first, second, and third quarters after exit. It is calculated by adding total earnings in the second quarter with total earnings in the third quarter after the exit quarter and dividing by the number of participants who exit during the quarter.

4. Earnings Gains - This measure will determine if people are getting better jobs or higher pay. This measure would be applied to two separate groups. The first group is those who are unemployed at the time of training who then become employed at exit and remain employed in the second and third quarters after exit. For this group, earnings gains are calculated as the average earnings in the third quarter after exit. The second group is those who are employed at the time of participation and who are subsequently employed in the first, second and third quarters after exit. For this group, earnings gains are calculated by comparing the wage at time of participation with the wage at the third quarter after exit.
  5. Business Penetration - This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIOA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size. The number of new businesses penetrated over a period of 24 months. ~~This measure will determine the total number of businesses served in a given area under specific jurisdictions (e.g., WIOA areas, Community College districts, etc.). This measure is calculated by dividing the number of businesses served in the area by the total number of businesses in operation in the area. This proposed measure could be further refined by industry and/or business size.~~
- (c) Compliance - Failure to maintain the common dataset for a training project will result in no reimbursement for that project.

**\*The performance measures will change based on the new WIOA requirements.**

## Appendix A

# **CAREER AND TECHNICAL EDUCATION (CTE) CHALLENGE GRANT ~~DOCUMENTATION~~ INITIATIVE**

## **2013 2017 Career and Technical Education (CTE) Challenge Grant Announcement Information**

In accordance with the ~~FY2013~~ FY2017 Workforce Education Policies, the Mississippi Community College Board (MCCB) will designate ~~up to 20% of the funds collected by the Mississippi Workforce Enhancement Training Fund in FY2012~~ for the purpose of awarding ~~FY2013~~ **Career and Technical Education (CTE) Challenge Grants based on the availability of funds.** CTE Challenge Grants are defined as ~~those~~ workforce projects **designed to fund the establishment of industry specific CTE programs that align to a particular sector or business and industry within a college district,** that do not qualify for traditional workforce training dollars—and that meet the intent of—the priorities, criteria and considerations herein. **CTE Challenge Grants will be awarded to community and junior colleges that can demonstrate a critical program need to meet a specific workforce demand and reduce the sector's skills gap.** According to the procedures and for the purposes set forth in this document, **it is required that, employer engagement must be outlined in the educational partnership including an apprentice-style model that consists of practical work experience and classroom attendance (ex: at least two days of work experience per week along with 2 to 3 days of class attendance).**

### **Priority of Award**

The fundamental priorities for the award of **the CTE** Challenge Grant funds are:

1. those proposed activities that trains for the workforce of the future within **a college district or** the state of Mississippi,
- ~~2. those proposed activities that generate an increased and sustainable capacity to train individuals, or to train for companies during subsequent training years, and~~
3. **the** ~~those~~ proposed activities **must include a partnership with a business and industry and be sector driven, and** ~~that serve more than one community college district, promote partnerships among colleges, among colleges and other entities, or consortia efforts.~~
4. **the proposed activities must include a workplace experience (apprenticeship/internship model), soft skills development, and skill development.**

### **Eligible Grant Recipients**

Community and Junior College Workforce Development Centers and Career & Technical Education Departments are eligible for the grant.

### **Criteria Required for Award: (Priority Rating ~~14~~ **29** points)**

The following questions represent the criteria which must be addressed by submitted proposals. **Approved** proposals **must** ~~do not have to~~ address all of the criteria; ~~however,~~ **and proposals will receive one (1) priority point for each of these factors the proposal clearly addresses.**

1. ~~How will the proposed activity increase Mississippi's per capita income growth?~~ **Has a business or industry requested the training? Please identify the business or businesses, and provide partnership letter(s) highlighting Award Priorities?**

2. ~~How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?~~ **At what level and rate of pay does a graduate of this program enter the job market, and specifically what rate will be offered by the partner company?**
3. ~~What training will be done that is not already being done?~~ **To what level can a graduate of this program expect to attain in this field, and to what estimated rate of pay?**
4. ~~What technological components does the proposed activity contain that are not common to current training?~~ **Identify the plan and process to achieve the workplace experience, soft skills development, and skills development.**
5. ~~How will the proposed activity drive more training to the community and junior college system?~~ **Collect, compile, and document employment need data, including state and district employment.**
6. ~~What new skills will the proposed activity provide trainees?~~ **How will student interest and recruitment be driven?**
7. ~~Is the pay for the skills attained above average for the area for the proposed activity?~~ **How will the proposed activity increase Mississippi's per capita income growth?**
8. ~~Will the proposed activity result in a skills set that will be a magnet for new and/or expanding business?~~ **How will the proposed activity increase the efficiency or productivity of an existing business, industry, or sector?**
9. ~~Will the proposed activity aid in increasing the state's high-tech employment share?~~ **What training will be done that is not already being done?**
10. ~~Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills sets?~~ **What technological components does the proposed activity contain that are not common to current training?**
11. **How will the proposed activity drive more** ~~provide access to additional training and/or access to a career path?~~ **to the community and junior college system?**
12. ~~Will the proposed activity provide training that leads to industry recognized credentials or certifications to enable portability of skills?~~ **What new skills will the proposed activity provide trainees?**
13. ~~Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds?~~ **Is the pay for the skills attained above average for the area for the proposed activity?**
14. ~~Will the proposed activity have a regional impact?~~ **result in a skills set that will be a magnet for new and/or expanding business?**
15. **Will the proposed activity aid in increasing the state's high-tech employment share?**
16. **Will the proposed activity aid in maintaining the state's manufacturing or other job share which requires advanced skills set?**
17. **Will the proposed activity provide access to additional training and/or access to a career path?**
18. **Will the proposed activity provide training that leads to a national industry recognized credentials or certifications to enable portability of skills?**
19. **Does the proposed activity leverage other resources, such as business contributions, federal, local or other funds?**
20. **Will the proposed activity have a regional impact?**

21. Will the CTE program provide stackable career pathways using the 30-45-60 course sequencing format (identify curriculum)? (CTE program (once converted to for-credit" program.)
22. Does proposal include local approvals (College President, Board Member and Business and Industry representative(s)?

### **Other Considerations for Awarding Grants: (Priority Rating: 6 points)**

The following represents secondary items that will be considered when awarding the grant. **A proposal will receive one (1) priority point for each of these factors the proposal clearly demonstrates it addresses.**

1. Use of new curriculum.
2. Open entry/open exit (when possible).
3. Partnership with the WIN Job Centers or other placement sources for employment, apprenticeships, internships, and other sustainable career enhancement.
4. Partnerships with ABE/GED, Career-Technical Education, and/or industry associations.
5. Delivery of training in the shortest time frames.
6. Creative use of facilities and flexible training periods (hours, days, nights, weekends, etc.).

### **Required Proposal Criteria and Instructions**

Please limit your proposal to no more than fifty (50) 8 ½ x 11 typed pages, one-sided, single spaced. Each of the following items **MUST** be addressed in the proposal for it to be considered. Provide examples where appropriate to support activities. Please include headings for sections I – III.

**Cover Sheet (0 pts – not included in the page limit):** Include project name, College Name, and Contact Name, Title, Phone Number and Email.

#### **I. Project Description (25 points):**

- Describe in detail the CTE Challenge Grant criteria and other relevant items that will be implemented or enhanced with these funds.
- Provide tentative dates and timelines. (Program start date)
- Provide a detailed proposed budget with narrative.

#### **~~Target Business and Industry and/or Participants (15 pts):~~**

- ~~• Describe in detail how the Challenge Grant business and industry and/or participants will be identified and informed of the project or activity and how their needs and interests will be determined and met.~~

#### **II. Projected Impact (15 pts):**

- Describe how the proposed CTE Challenge Grant will contribute to increased trainees, per capita income, collaborative partnerships, business and industry growth, employability skills, curriculum alignment, and overall workforce development.



- Include discussion of any resulting partnerships (such as with business and industry, WIN Job Centers, Industry Associations, etc.) and how those relationships might strengthen your ability to achieve **CTE** Challenge Grant objective.

### **III. Outcomes and Results (25 pts):**

- Describe how outcomes and results from the Challenge Grant will be assessed and documented.
- Describe how the Challenge Grant may be sustained at the completion of grant award.

### **Period of Performance**

**CTE** Challenge Grants may be awarded for up to three years if funds are available. All proposed FY~~2016~~ **2017** grant activities must be completed by the end of the fiscal year, June 30, ~~2013~~-**2017**. Request for reimbursement of all FY~~2016~~-**2017** expenses must be received by the MCCB by no later July 15, ~~2013~~-**2017**. Arrangements can be made for expenditures to “split” fiscal years.

### **Evaluation of Submitted Proposals/Notification of Award**

Proposals will be accepted on or before July 15, ~~2013~~ **2016** for FY~~2016~~-**2017** award in October. Proposals will be evaluated and ranked by a four (4) member team consisting of MCCB staff and an industry representative. Evaluation of a submitted proposal will begin only after the proposal is complete and has been developed according to the instructions here in, and only if funds are available to cover the proposed costs.

The four (4) member evaluation team will use a point based ranking system for making awards. However, the system of ranking will be invoked only after the project has been identified as meeting all ~~three~~-**four** funding priorities and has been identified as being unique with respect to traditional workforce projects.

Award of a submitted proposal will be considered only after evaluation of the proposal has resulted in the proposal receiving a composite score within the top 10% of all scored proposals. **Colleges that submit Challenge Grant Applications or proposals selected for award and rejection will be notified of approval or rejections by the MCCB Deputy Executive Director for Programs and Accountability and/or Assistant Executive Director for Workforce, Career and Technical Education and/or the Director of Workforce Education & Economic Development.**

Successful Challenge Grant recipients, once notified, must enter their grant into the GCR system as a traditional project to be funded, as follows:

1. Select “**CTE** Challenge Grant” as the funding source, and
2. The **CTE** Challenge Grant priorities, criteria and other relevant items must be addressed within the memorandum of agreement area.

## **Limitations**

The MCCB reserves the right to limit the amount of funds awarded on a proposal and the right to limit the number of awards made to any one proposing entity in order to ensure equity of funding throughout the state.

## **Reimbursements**

Once an award has been made, reimbursements will be made according to the same procedures and guidelines utilized by current workforce training projects. All challenge grant awards will be subject to the same monitoring requirements as existing, traditional workforce projects.

## **Reporting**

The MCCB will require a final, written report at the close of the **CTE** Challenge Grant describing the number of people served by the project, **employment** outcomes, successes and impact of the project or activity. Further, the MCCB may request additional information on projects in the event that information is required for reporting, presentations or other purposes.

If there are any questions, please do not hesitate to contact Dr. Shawn Mackey or Dexter Holloway at 601-432-6351 **6373** or 601-432-6222. Mail proposal to: Dr. Shawn Mackey, 3825 Ridgewood Road, Jackson, MS 39211.

## **Appendix B**

# **EXAMPLES OF INSTRUCTIONAL QUALITY DOCUMENTATION**

## Checklist for Coordination of Classes

Place a check mark in boxes that are confirmed. Fill in the requested information and date requested or confirmed in the blank spaces next to each item:

- ☐ Instructor \_\_\_\_\_
- ☐ Books / Materials \_\_\_\_\_
- ☐ Start and end date \_\_\_\_\_
- ☐ Meeting Time \_\_\_\_\_
- ☐ Total # of Hours \_\_\_\_\_
- ☐ Room / Location \_\_\_\_\_
- ☐ Room Reserved \_\_\_\_\_
- ☐ Equipment requirements \_\_\_\_\_
  - ☐ TV / VCR / DVD \_\_\_\_\_
  - ☐ Sound system \_\_\_\_\_
  - ☐ Overhead projector \_\_\_\_\_
  - ☐ Laptop / Computer Lab \_\_\_\_\_
  - ☐ LCD Projector \_\_\_\_\_
  - ☐ Other \_\_\_\_\_
  - ☐ Other \_\_\_\_\_
  - ☐ Other \_\_\_\_\_
- ☐ Refreshments \_\_\_\_\_
- ☐ Support Personnel \_\_\_\_\_
  
- ☐ Course Preparation Checklist completed \_\_\_\_\_
- ☐ Information given to guests / attendees / students \_\_\_\_\_

- ☐ Video / DVD \_\_\_\_\_
- ☐ Copies of handouts \_\_\_\_\_
- ☐ Copies of Exams / evaluation sheets \_\_\_\_\_
- ☐ Enrollment forms \_\_\_\_\_
- ☐
- ☐ Instructor Evaluation sheets (Circle when complete)  
\_\_\_\_\_ Blank Forms                  \_\_\_\_\_ Completed
- ☐ Sign in sheets (Circle when complete)  
\_\_\_\_\_ Blank Forms                  \_\_\_\_\_ Completed
- ☐ Copies of all evaluations / exams and handouts in course folder \_\_\_\_\_

## **Reference Material for the Completion of the Quality Course Checklist Worksheet**

### Teaching Method Recommendations

1. Skills Training
  - a. Lecture
  - b. Hands on demonstration
  - c. Hands on directed practice
  - d. Self Practice
  - e. Observation of results and review of learning
  - f. Test through practical exercise
2. Knowledge Based Learning
  - a. Reading
  - b. Note Taking / Writing / fill in blank handouts
  - c. Observing Picture / power point / video
  - d. Reference material
  - e. Lecture
  - f. Discussion
  - g. Repetition of information
  - h. Test through written or oral examination
3. Conceptual learning
  - a. Combination of techniques listed above with the check on learning being a situational exercise where the individuals or groups must select the applicable skills or knowledge and apply / adjust it for the situation given

### Measures / checks on learning

1. Written / verbal multiple choice exams
2. Written / Verbal fill in the blank exams
3. Written / Verbal essay exams
4. Observation of student performance during class
5. Observation of student performance during hands on application techniques
6. Quantifiable measures of performance based exams
  - a. Weld inspections, (visual, X-ray, Destructive)
  - b. Measuring tolerance specifications
  - c. Performing repetitive work within prescribed time
  - d. Proper selection and wear of Personal Protective Equipment
7. Measures must include the method of documenting the measurement technique.
  - a. Instructor's notes on attendance list
  - b. Copies of exams

- c. Pictures / photo of performance
- d. Documentation of tolerance measurements

## Quality Course Preparation Checklist

☐ Outline / syllabus for the course

☐ Terminal Learning objectives and plan for how to measure success

Objective	Measure	Teaching Method
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

☐ Enabling learning objectives and how to measure learning

Objective	Measure	Teaching Method
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



# **Appendix C**

## **PROJECT FISCAL POLICIES**

## TABLE OF CONTENTS

Submission of Projects.....	24
Project Status.....	25
Compliance with Mississippi Employment Protection Act (MEPA).....	25
Training Categories or Type of Projects .....	25
General Fund Projects.....	26
Marketing Project .....	26
MDE-Workforce Projects .....	26
Collaborative Consortia Project .....	26
Administrative Costs and Charge to Employers .....	26
Boilerplate Language for Projects .....	27
College Hiring Practices .....	27
Instructor Salaries and Benefits.....	28
Preparation Time.....	29
Educational Materials and Supplies .....	29
Leased Equipment.....	29
Capitalized Equipment Purchases.....	29
Non-Capitalized Equipment Purchases.....	30
Contractual Services .....	30
Online Workforce Training .....	30
Instructional Training Aids/Curriculum Development.....	30
Train-the-Trainer Costs .....	30
Travel.....	31
Vendor Training .....	31
Proprietary Training .....	32
Career Readiness Certificate (CRC) .....	32
Trainee Credentialing .....	33
Short Term Adult Classes .....	33
Inmate Training Classes.....	33
Other Training Needs.....	34
Project Completion.....	34



## **Submission of Projects**

The MCCB utilizes an online, database driven project writing system to approve, track, and maintain records on workforce education. All projects submitted to the MCCB for approval must be submitted via the online workforce education program. **A new Workforce Education Sub-grant System (WESS) has been designed to replace the gcr system. This new workforce system will allow the colleges and MCCB to collect student level data as well as financial data.** ~~The system can be accessed at <http://sbcjcgcr.sbcjc.cc.ms.us/sbcjc>.~~ System users are added by the college workforce center director (college system administrator). The names of approved users must be submitted to the Director of Workforce Education at MCCB by your college President each year.

**The timeline for submitting projects shall be not later than 21 business days after the start of a class or training activity unless limited by funding availability.** Submitted projects should have at least five (5) students per class or training activity. However, the minimum number of participants for train the trainer projects, on the job training projects, short term adult classes, and basic skills projects are indicated in subsequent sections. The exception to the number of trainees must be approved by the Executive Director of the MCCB or his designee.

All project budgets, subsequent budget modifications (except final modification as discussed in the final project completion section) are to be submitted as budget estimates and do not have to be exact. Budgets must include salaries, benefits, travel, contractual services and commodities, as applicable. Detailed information must be submitted for equipment purchases. With this in mind, Workforce Center Directors need to be aware that when a project is submitted this proposed amount of money is obligated. If the estimates are consistently too high, a large amount of money will be encumbered that cannot be used for workforce education. ~~Projects shall be written for a period of six months or less. Due to limited funds, workforce centers must use a procedural approach to prioritizing projects for funding. At the end of the first six months, all projects will be modified down to \$0 by January 15, 2016. This will allow all funds not spent to be re-obligated for the remainder of the fiscal year.~~

Workforce projects that utilize existing resources of the college are encouraged. In particular, special consideration will be given to those projects which share an audience with, compliment, utilize and/or otherwise build upon, strengthen and enhance the colleges' career and technical education component. Special consideration will also be considered for joint projects between two or more colleges.

In accordance with Workforce Education Act of 1994, the intent of workforce education is for the creation and development of a regionally based system in Mississippi for education and training which: responds to the needs of Mississippi's workforce and employers; is driven by the demands of industry and a competitive economy; makes maximum use of limited resources; and provides for continuing improvement through constant assessment of the results of education and training for individual workers and employers. Therefore, no projects may be written to fund training for students enrolled in elementary or secondary schools.

State agencies have other resources available through the Mississippi Department of Information Technology Services (ITS) and Mississippi State Personnel Board. Therefore, no projects may be written to fund training for State Agencies.

### **Project Status**

MCCB notification of project, revision, and/or exception approval or rejection will be provided within 10 business days of the submission date. If an exception is requested, MCCB will notify the appropriate Workforce Director in writing to confirm the exception has been approved or denied.

### **Compliance with Mississippi Employment Protection Act (MEPA)**

Contractor/Seller represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act (Senate Bill 2988 from the 2008 Regular Legislative Session) and will register and participate in the status verification system for all newly hired employees. The term “employee” as used herein means any person that is hired to perform work within the State of Mississippi and to whom a United States Internal Revenue Service Form W-2 or Form 1099 must be issued. As used herein, “status verification system” means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. Contractor /Seller agree to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. Contractor/Seller further represents and warrants that any person assigned to perform services hereunder meets the employment eligibility requirements of all immigration laws of the State of Mississippi. Contractor/Seller understands and agrees that any breach of these warranties may subject Contractor/Seller to the following: (a) termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years, with notice of such cancellation/termination being made public, or (b) the loss of any license, permit, certification or other document granted to Contractor/Seller by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year, or (c) both. In the event of such termination/cancellation, Contractor/Seller would also be liable for any additional costs incurred by the State due to contract cancellation or loss of license or permit.

### **Training Categories or Type of Projects**

- ABE
- Accountability System
- ~~Administrative~~
- Advanced Technology
- Basic Skills
- Career and Technical Education (CTE) Challenge
- Collaborative Consortia Funding
- CRC

- General
- Marketing
- MDE - Workforce
- Short-Term Adult
- TANF
- Workforce – Regular
- **Special Projects**
  - CTE
  - SNAP
  - Dual PN
  - MI-Best

### **General Fund Projects**

If a college desires to develop a training program beyond the scope of existing guidelines and therefore prohibits the writing of a standard training project, the college may submit a proposal to the MCCB to do so. The general criteria will include the determination that the training area(s) to be developed shall be unique in regard to the training offered and that there is a demonstrated need for such training. Such proposals shall be initially done via written correspondence with the MCCB.

### **Marketing Projects**

The MCCB will establish a statewide marketing program to brand and promote the diversity and volume of training provided throughout the state. To assist in this effort 20 percentage of current marketing funds shall be used to implement this initiative.

### **MDE – Workforce Projects**

The MCCB will fund projects to support post-secondary workforce to provide technical assistance, professional development, and training materials.

### **Collaborative Consortia Project**

In an attempt to continue to support statewide consortia, \$1,500,000 is designated as collaborative consortia grant funding; with \$500,000 available for each consortium. The fundamental priorities for the award of the funds are to expand use of multi-college consortia so that all Community and Junior colleges participate in a consortium. The following college consortia were recommended and approved by the workforce directors:

- **Mississippi Corridor Consortium**
- **Crossroads Consortium**
- **Southern Mississippi Alliance for Workforce Solutions Consortium**

## **Administrative Costs and Charge to Employers**

Based on the previous year funding, two projects can be written to cover the cost of Administrative cost at a rate of 5 6% and an Accountability project at a rate of 3% can be applied for in FY2017. The 5 6% workforce administrative fee earned and the 3% accountability fee will be in effect for expenditures above the \$300,000 floor for FY2017. Along with the \$300,000 floor there will be a ceiling of \$4,000,000. This ceiling less the \$300,000 floor will allow \$3,700,000 worth of expenditures to be applied to the above fees. The fees earned will be based on FY2017 reimbursements. The following funding source is used to calculate this cost:

- Advanced Technology
- Basic Skills
- General
- Short-Term Adult
- Workforce – Regular

In accordance with the language and intent of Senate Bill 2480, training shall be provided at no charge to employers and employees in order to enhance employee productivity. This no charge to employees and employers language in SB2480 is interpreted to mean that a college cannot charge an administrative fee to the employer or employee for training. However, it is appropriate and desired that the cost of such training be shared between the employer and the college.

## **Boilerplate Language**

The definition of a boiler plate is text that is or can be reused in new contexts or applications without being changed much from the original. A legal boilerplate is a standard provision in a contract. Projects with grammatical errors and insufficient explanations will be rejected prior to re-submission. This language will be required to be included in all FY2017 projects.

### **Memorandum of Agreement**

- Company Description and Commitment (will... Request reimbursement at least every 60 days to college; Company will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.)
- Project Justification
- Training Objectives
  - a) A list of all instructors and the subjects that will be taught should be listed in this section. **This includes train-the-trainer and vendor instructors.**
  - b) Calculations for in-state travel should be listed.
- College Commitment (College will... Requisitions will be done at least every 60 days to MCCB; College will be in compliance with E-Verify as specified in the Mississippi Employment Protection Act. College will work with industry

to ensure compliance with the Mississippi Employment Protection Act for industries participating in basic skills, consortia, and open to the public projects.)

- MCCB Commitment (MCCB will... pay within 45 days, provide funding as approved in the budget and monitor the project through documentation maintained by the college.)

## **College Hiring Practices**

MCCB prohibits payments for specific workforce staff and full time instructors in workforce projects. Instructional hours must be documented by training classes via timesheets for all instructors.

Community Colleges may hire college personnel to serve as workforce instructors/trainers. The hiring must meet two legal and ethical standards:

1. Community Colleges must comply with Section 25-4-105 (3) (a) of the Mississippi Code with regard to hiring practices. This requires the college to develop an addendum to the employee's contract that describes the work to be performed beyond the employee's original contract.
2. Workforce training projects that utilize current employees as instructors/trainers must show a zero dollar amount in the salary line of the workforce project; unless the college can clearly document that the employees are not being paid twice for the same hours worked. Sufficient documentation includes: reimbursement records, matching instructors' time sheets on training hours, rate of pay per hour, and fringe benefits, and employee contracts when required.

Appendix G is an example of a contract to be used for hiring college personnel as workforce instructors/trainers.

## **Instructor Salaries and Benefits**

**Instructor Salaries** shall be based on the type of training with the rate of pay being determined by the Workforce Project Manager. Reimbursement by the MCCB shall not exceed the rate of \$35 per hour, except for advanced skill classes (see below) where the actual instructor cost exceeds the \$35 per hour. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or his designee.

- **Advanced Skills Training** can be reimbursed at a usual and customary rate for training that is advanced in nature. Advanced skills projects are defined by the college based on the type of training and local area needs. Any rate above \$50 per hour must be approved by the Executive Director or the designee. Management/Supervisory training requiring proprietary training materials and/or certified instructors may be considered advanced skills training.



- **Industry Based Training** shall be reimbursed at a rate not to exceed \$35 per hour. Industry based training is training done by the business or industry for the business or industry and the college only provides financial resources and coordination/planning services to the business or industry. ~~\$35 per hour~~ **All industry reimbursement for salaries** ~~expenditures~~ requires wage validation by the requesting business or industry. Such validation must be kept on file at the college for monitoring purposes. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or his designee.
- **Basic Skills Training** project instructors shall be reimbursed at a rate not to exceed ~~\$20~~ **\$22** per hour. Basic Skills projects are designed to provide trainees with fundamental instruction in reading, math, writing, language (English as a Second Language) and GED preparation. Basic Skills projects are subject to **ALL** federal ABE guidelines and policies.

**Benefits** shall depend on the type of contract the college uses with their workforce instructors and shall be based on current rates applied by the college business office for the portion of the benefits not paid for by the college. These rates will be reimbursed based on actual cost. (Social Security: 6.2%, Medicare: 1.45%, Retirement: 15.75%, Unemployment: 1% of the first \$6,000.00 of wages or \$60 dollars maximum; and Worker's Compensation will vary but the average amount per college: .04% of wages.) The rate must not exceed 25% unless approved in advance. **No health or life insurance benefits will be reimbursed.**

**Training conducted that is associated with a minimum wage job shall be reimbursed at a rate not to exceed \$20 per hour.**

### **Preparation Time**

Up to 10% of the total class instructional time for classes may be allowed for instructor preparation. Time spent in setting up computer labs or other equipment for the direct use of the class is allowable. Prep time is allowed only for instructors employed by the college and shall be documented similar to instructional hours. Instructors employed by an industry are not eligible for prep time compensation.

### **Educational Materials and Supplies**

Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Reimbursement for such materials must be pre-approved by MCCB, ~~shall not exceed \$35 per student~~, but all amounts expended must be for the direct support of the class. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all non-expendable educational materials and supplies.

### **Leased Equipment**

Equipment may be leased for training purposes and must be designated as such. This equipment cannot be used for production or profit. Leased equipment is a contractual expense. This equipment must be in a facility that is owned or operated by the college.

### **Capitalized Equipment Purchases**

Reimbursement for equipment purchases will be considered on an individual project basis and must be approved in advance. Equipment shall be purchased only if it will be located at a college campus, in a college mobile unit, or a training facility leased by the college. The MCCB strongly encourages colleges to partner with business and industry on the use and purchase of equipment, and with the local secondary or post-secondary vocational centers for the use of equipment and classrooms.

All colleges are required to maintain a complete and current inventory list of each property item exceeding a cost of \$1,000 (June 11, 2008). The following items shall be reported and maintained on inventory as equipment regardless of purchase value: weapons, cameras and camera equipment (greater than \$250), two-way radio equipment, televisions (greater than \$250), lawn maintenance equipment, cellular telephones, computer and computer equipment (greater than \$250), chain saws, air compressors, welding machines, generators, and motorized vehicles.

### **Non-Capitalized Equipment**

Items that are less than \$1,000 which are not on the State Auditor's Exception List and have a useful life of more than one year are considered non-capitalized equipment. These items must be listed under educational materials.

### **Contractual Services**

The following training items are allowable costs:

- 1) acquisition of educational software (no company produced software; software must be used on equipment owned by the college)
- 2) repairs and maintenance of training facility **equipment**
- 3) installation of equipment (unless included as part of equipment cost)
- 4) vendor training (see vendor training section)
- 5) maintenance or licensing fees for educational software used on equipment owned by the college

### **Online Workforce Training**

Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion of the course(s). Reimbursement for on-line workforce training shall not exceed a rate of \$250 per person per year. The maximum reimbursement per company in this category will be \$20,000 per fiscal year. Online course (s) must be developed by the college or offered by a third- party provider, and must include proper documentation of actual cost. **The**

name of the online training course (s) must be specified in the project. Reimbursement for online course (s) that are billed or provided based on a monthly or annual fee can be reimbursed bi-annually or annually to allow for the calculation of a per person cost. However, this per person cost shall not exceed \$250 per person per fiscal year.

The following information will serve as documentation for monitoring purposes of the online course: documented login times of the instructors/students, weekly reports by the instructors, the number of areas the instructors/students visited, sample emails sent to students from instructors, sample grade book or anything that can prove that instructors are providing instructions during the time frame.

### **Instructional Training Aids/Curriculum Development**

During FY2017, the Workforce Development Center Director may seek to provide the training manuals and videos, and other training materials through a public entity. Justification must be a part of the project, submitted under the educational materials and supplies section. Curriculum development hours for training aids or other materials development not covered above will be considered on a case-by-case basis by the MCCB. All materials must be retained by the college and not released to the industry.

### **Train-The-Trainer Cost**

Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the local community or junior college. A local college must demonstrate that the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers. The Workforce Project Manager must include justification on the project application

No more than two (2) individuals will be reimbursed to attend the same training in a non-production area. Cost associated with train-the-trainer sister plant training is limited to no more than four (4) individuals per production training area. Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year.

**The full cost of the registration should be listed in the project. Train-the-trainer costs shall be reimbursed at fifty percent (50%), not to exceed \$500 per person for training registration. Reimbursement will be based upon documented completion of at least one (1) college-monitored training project directly related to the training received.**

Travel cost for train-the-trainer training shall be included in the travel section of the project application and must include the points of travel. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. Out-of-state travel cost will be reimbursed for mileage at the current college rate but never to exceed the state rate for the use of a personal vehicle or for the price of a 7-day advance purchased, coach fare ticket, whichever is less. \$75 a night will be reimbursed for hotel cost in the continental USA. A maximum of \$31 a day will be reimbursed for meals. **The starting and ending point for the calculation of travel is the company location.** Maximum duration for cost associated with meals and lodging will be limited to four (4) consecutive weeks per

person, per production training area. If the person makes a trip home on weekends, then it is considered a 2<sup>nd</sup> trip. All state travel rules and regulations must be followed. Receipts for meals must be kept on file by each college. The regulations can be accessed online at <http://www.dfa.state.ms.us>.

Colleges shall be reimbursed for travel cost and 100% of the registration costs not to exceed \$5,000 per college for train-the-trainer events attended by college instructors that are utilized as workforce trainers. These costs will not exceed State rates. **Once the colleges exceed the \$5000, the college may then receive 50% of the cost for train-the-trainer events with a maximum of \$10,000. For college train-the-trainer, make sure that you use the State rate must be requested at hotels, meals are to be reimbursed at the state rate for the area, fares for taxis or airport transportation services in excess of \$10.00 require a receipt which must be attached to the Travel Voucher to receive reimbursement for that item (the state does not reimburse taxi fares for optional travel to and from restaurants.)** [www.dfa.state.ms.us/purchasing/travel/TravelManual.doc](http://www.dfa.state.ms.us/purchasing/travel/TravelManual.doc).

All travel must be recommended and justified by the Workforce Development Center Director and approved by the MCCB prior to travel. The college will require the industry to maintain documentation for travel expenses for 5 years for audit purposes. Car rental fees, gas, and telephone calls are not considered allowable cost for reimbursement. The maximum reimbursement per company in this category will be \$10,000 per fiscal year. This includes the cost of the training.

International train-the-trainer travel cost is allowable for a 7-day advance purchase, coach fare airline ticket. No more than two (2) individuals will be reimbursed to attend the same training in a non-production area for international train-the-trainer travel. Reimbursement per trainee will be limited to no more than three (3) round trips per individual, per fiscal year, up to a maximum of \$15,000 per company. No other cost will be reimbursed for international travel. International train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration.

## **Travel**

With proper documentation, the MCCB will pay travel for workforce training instructors employed by the college. Travel cost for instructors will be reimbursed for an instructor who must travel a minimum of twenty-five (25) miles or more one-way. In-state travel will be reimbursed for mileage at the current college rate but never to exceed the state rate. In-state travel must have the points of travel and the number of miles documented in the project file for monitoring purposes. The details for in-state travel must be listed in the MOA or modification of project. **The starting and ending point for the calculation of travel is the company location.** Travel will not be allowed for a trainee to attend in State training programs.

## **Vendor Training**

Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party, not affiliated with the company or the local community/junior college, that: (1) has supplied equipment, software, or other

materials to the company and (2) is providing training on utilization of the supplied item(s). Vendor training must be on the specific piece of equipment or software. Vendors may not be a private trainer providing training to the college or the company for purposes other than a deliverable item as indicated above.

Reimbursement for vendor training will be limited to a maximum of \$20,000 per company per year, to include the cost of travel. Receipts for meals must be kept on file by each college.

**The full cost of training should be listed in the project.** On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed \$1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Off-site vendor train-the-trainer costs shall be reimbursed at a maximum of \$500 per person for training registration. Training shall be obtained at the closest location to the industry. Off-site vendor training is limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category. The type of training must be identified in the salaries line item with a zero cost at close out (see Project Completion, below.)

Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year. Receipts for meals must be kept on file by each college.

### **Proprietary Programs**

The following programs are considered proprietary training packages because of state contracts: DDI, VitalEdu, AchieveGlobal, **Lean Training**, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey. A company or business may receive a maximum of \$8,000 subsidy toward the instructor's payment based on actual instructional time. Instructor salaries for these programs are reimbursed at a rate not to exceed \$50 per hour.

### **Career Readiness Certificate (CRC)**

The MCCB will fund the CRC projects with WET Funds contingent upon availability. CRC projects should be written in the GCR System using the CRC menu. The budget is for the WorkKeys assessments (tests) and for salary reimbursement for proctor cost. (All projects must have a salary line item. If you do not plan to reimburse for proctor cost, enter a zero dollar salary line.)

Test proctors will be reimbursed at a rate not to exceed \$25 per hour. Any reimbursement for test proctoring must be for testing of more than or at least 5 participants unless prior approval has been granted from MCCB or if a schedule of hours for walk-ins has been established and approved by the MCCB. The salary line item for these projects should be employability/remediation. Colleges must maintain timesheets to document the proctor's time.

To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4<sup>th</sup> assessment is requested for any company or for anyone who is testing for teacher's assistant certification, the cost is allowable for reimbursement.

To provide the necessary reporting to MCCB, the CRC certificate template must be completed in its entirety for anyone who tests, whether they pass or not. Colleges have the option to charge individuals and industries. However, for monitoring purposes, if the colleges charge the participant, please have proper documentation to show that workforce funds were not reimbursed. MCCB uses WET funds to pay for the CRC, no ~~minors~~ or high school students can be reimbursed.

### **Trainee Credentialing**

Nationally recognized credentials provide third-party verification that individuals have demonstrated competence in relevant skill areas. Upon successful issuing of credentials, MCCB will reimburse 50% of credential cost. **State the total cost of the credential in the project.** Reimbursement per person for credentials shall not exceed \$200 per person per year. The maximum reimbursement per college in this category will be \$10,000 per fiscal year.

### **Short Term Adult Classes**

Short term adult classes are those that are offered for the general public for the purpose of providing employability skills and upgrade skills. Instructional salaries are the only allowable cost for short-term adult classes. No prep time, assessment time, educational materials and supplies or equipment are eligible for reimbursement. These projects will be reimbursed at a rate not to exceed \$25 per hour. Short term adult class or basic skills project must have a minimum enrollment of 10 participants. Projects should not be submitted until after the class has started and can guarantee 10 participants. Projects with less than 10 participants and costs associated with credit courses will not be reimbursed.

### **Inmate Training Classes**

Instructional salaries, inclusive of prep time, assessment time and benefits, are the only allowable cost for career training for inmates. No educational materials and supplies or equipment are eligible for reimbursement. These projects shall be reimbursed at a rate not to exceed \$20 per hour. Each class must have a minimum enrollment of 10 participants. Parole dates shall be checked in order to give priority to offenders with twenty-four (24) months or less to serve before parole eligibility or release date. Interested applicants shall be given the Test of Adult Basic Education (TABE) and/or CRC. Test results are evaluated for eligibility. Officials from the host organization must provide 6-month follow up information on the placement of completers of this program.

### **Other Training Needs**

Consideration for training needs other than those outlined within these policies and as determined by the Workforce Development Center Director as essential to the success of the project, will be considered by the MCCB on an individual project basis.

### **Project Completion**

Upon project completion, a final modification must be prepared. Salaries will be modified to include the type of training, number of classes, and hours of training. All budget categories must be equal to actual cost. Once the final modification is approved, a project close-out will be completed.

## **Appendix D**

# **MEMORANDUM OF AGREEMENT BETWEEN COLLEGES FORM**



# Sample

## MEMORANDUM OF AGREEMENT FORM

\_\_\_\_\_ College and \_\_\_\_\_ College

---

### ***Project Description:***

\_\_\_\_\_ (Name of Company) has requested that \_\_\_\_\_, (College) teach some \_\_\_\_\_ topics for the employees of their \_\_\_\_\_ facility. \_\_\_\_\_. The contact person is \_\_\_\_\_. Per \_\_\_\_\_ some of the classes will be taught at \_\_\_\_\_ campus. We are requesting approval of this project and that \_\_\_\_\_ be contacted so that all involved are fully informed and verifies to \_\_\_\_\_ College that \_\_\_\_\_ has permission to use \_\_\_\_\_ training facilities for these classes. \_\_\_\_\_ College will provide the training funds through the \_\_\_\_\_ training contract or project.

---

### ***Resource Requirements:***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### ***Timeline:***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### ***Financial Issues:***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### ***Signatures:***

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
\_\_\_\_\_ College  
Workforce Director

\_\_\_\_\_  
President

\_\_\_\_\_  
President

## **Appendix E**

# **MISSISSIPPI WORKFORCE ADVANTAGE**

## **Introduction**

The primary purpose of Career and Technical Education (CTE) and Workforce Education (WE) is to prepare present and future workers for high-wage, high-skill, and high-demand occupations in current or emerging professions. Additionally, CTE and WE programs aim to offer Mississippians opportunities that correspond to labor-market demands with multiple entrance and exit requirements that result in portable and stackable credentials for industry, certification-based training and coursework. A **stackable credential** is a career or college certificate program that builds, or “stacks,” with other certificate programs with the purpose of reengaging adults in school in order to prepare them for college and “next step”-level employment.

Through this collaborative initiative, CTE and WE curricula are developed in credit-bearing course hours and in WE modules to provide statewide standards for awarding college credit for technical, industry-recognized certificates. The designated WE curriculum module’s content articulates a specific number of college credits and aligns to all credit-bearing course competencies.

A secondary goal of MS Workforce Advantage is to increase student and participant enrollment, participation, and completion of credit-bearing programs. Strategies to promote transition to and success within the credit-bearing program are essential to the goal of helping students earn credentials, certificates, and degrees. Ongoing professional development for all stakeholders will be offered to ensure success.

## **Definition of Credit By Examination**

Credit by Examination (CBE) incorporates multiple national certification exams and state-level exams. CBE is designed to help students demonstrate competence attained through workforce training and/or on the job experience. MS Community College students may attempt to earn CTE credit-by-examination in certain courses. A student may complete a nationally recognized industry certification or a state-level CBE exam as a substitute for completing the usual requirements of a course.

CBE programs provide multiple entrance and exit points for WE participants. CBE programs provide participants with a no duplicative sequence of technical-skill-proficiency training opportunities that are aligned to a nationally recognized, credit-bearing credential. CBE programs also provide participants a career path into a credit-bearing, postsecondary CTE program and an industry-recognized credential, certificate, diploma, or degree.

CBE supports CTE and WE collaboration by including the following:

- Competency-based, nationally portable and customized education and training for Mississippi’s workforce
- Technology-infused, more industry-recognized education
- Increased access to postsecondary certificates, diplomas, and degrees, and industry-recognized credentials

- Clear career pathways aligned to competency-based education and certification programs

In a statewide-approved CBE program, faculty members from CTE and WE programs must develop integrated program outcomes, jointly plan the curricula, and agree on the national certification that will assess student learning and skill development. Additionally, the CBE program must be supported by industry demand in the local area.

## **Business and Industry-Recognized Certifications**

A skilled, educated workforce is perceived as the single most critical element of success and the hardest to acquire. The difficulty of finding high-quality talent is a major barrier due to the lack of skilled workers at both the professional and basic skill levels. Business and industry-recognized certifications:

- Are portable credentials that benchmark multiple skill levels for specific industries through standardized assessments of critical workplace traits and occupational skills needed to operate in a workforce driven by productivity and flexibility
- Assess knowledge and skill level using traditional and performance-based assessment methodologies
- Are meaningful to all sectors of Mississippi's business and industry and usually correlate to increased employee wages.

Some national assessments may require a fee for the exam. Managing the cost of the assessment will be a local-college decision.

## **State Level CBE Assessments**

To meet the need for business and industry-recognized, stackable, portable credentials, the Mississippi Community College Board (MCCB) and local colleges will use current resources to implement state-level CBE assessments. These state-level CBE assessments will:

- Provide local control of on-demand assessments using the Mississippi Virtual Community College (MSVCC) Blackboard and/or Desire2Learn Course Management System
- Allow for grant transferability of CBE credit with all 15 community and junior colleges throughout the state
- Increase the acquisition of recognized credentials

## **Guidelines for Credit by Examination Credit**

### **Mississippi Workforce Advantage: All Training Counts Core Values**

#### **1. Jump-starting the skilled workforce pipeline**

MS Workforce Advantage will produce faster results for employees because participants will have the opportunity to complete flexible WE training.

## **2. Collaborative effort among employers and community colleges**

The MS Workforce Advantage curricula will be developed and delivered by CTE and WE departments and between community college districts to address specific skilled-workforce needs identified by local industry professionals.

## **3. All training counts**

MS Workforce Advantage provides the opportunity to earn college credit for CTE coursework delivered across all institutions and systems. A series of technical certificates will “stack” on top of one another, building to a 2-year degree.

## **4. Build career pathways**

MS Workforce Advantage will provide adults with an education road map to higher paid and higher skilled occupations.

## **5. Contextualized, integrated academics**

MS Workforce Advantage will integrate basic academic-skills instruction into the curricula to academically prepare adults to succeed in higher education while learning workplace skills.

## **6. Competency-based education**

MS Workforce Advantage will require a mastery of technical competencies, and clock-hour requirements will be eliminated upon the completion of CBE-approved industry certifications.

## **7. Industry recognized**

MS Workforce Advantage provides opportunities for adults to obtain core competencies needed by employers for in-demand, skilled jobs by aligning curricula to portable, national credentials.

## **Target Audience**

- Participants who have attended the noncredit training and want to matriculate into a credit-bearing program without being required to repeat training
- Participants who have gained valuable work experience and want to obtain college credit for the skills they have mastered
- Participants who are underemployed and desire complete modules to gain college credit for a pay increase
- Participants who currently have a national certification and want to gain credit for mastering technical skills in credit-bearing programs
- Participants who are current CTE students

## **Curriculum**

Postsecondary CTE and WE development guidelines were approved by the Chief Career-Technical Officers and Deans Association (CCTODA). All CTE courses aligned to industry certification standards will be developed in modules and be aligned to national

certification. Local colleges are encouraged to articulate up to 15 scheduled semester hours; however, this is a local-college decision.

### **Participant Eligibility**

In order for CBE participants to gain college credit, they must meet college-admission standards for the career or technical program in which they are entering.

### **Procedures for Gaining CBE Credit**

Participants who complete the national credential must:

1. Provide documented proof that they possess the valid and current aligned national certification or credential
2. Meet all of the college and program entrance requirements
3. Enroll in the articulated program at the college and request the articulated credit

Participants who complete the MS CBE must:

1. Complete the related MS CBE Workforce Education module and CBE exam or complete the CBE exam. Participants will be able to take the exam without completing the module only one time. If unsuccessful, they will have to complete the module and then retake the CBE exam. Participants must demonstrate at least 80% competency to pass each module.
2. Upon the successful completion of the articulated course's related modules, participants may receive CBE credit upon enrolling in a college and meeting all of the college and program entrance requirements.

### **Transcripting CBE Credit**

Each participant will enroll in the modules using the designated online-event-management system provided by the MCCB. CBE credit will be transcripted immediately to the online event-management system upon the successful completion of all modules aligned to course requirements.

The participant will present the online-event-management-system transcript to the college so that the credit can be transcripted when he or she enrolls in the college-credit program. Each student is responsible for presenting his or her verification of national certification or licensure or the MS CBE assessment.

### **Time Limit for CBE Credit**

If a student is articulating credit by examination via the national certification or license, the student must possess a current, valid national license at the point of articulation. If a student chooses to articulate credit via the MS CBE assessment, the student's scores will be accepted to demonstrate competencies for up to **18 months** on the statewide CBE assessment.

## **Cost**

- Amount of credit awarded is a local college decision based upon program requirements.
- If any fees related to CBE incur, the cost of college credit is a **local-college decision**.
- Participants who choose to complete the industry certification will incur the cost of the certification. Participants who choose to complete the state-level CBE exam will not incur cost for the exam.

## **Impact on Local CBE Agreements**

Statewide CBE credits are supplemental to any local CBE agreements established between a college's CTE and WE entities. Statewide CBE agreements provide additional avenues for students to obtain articulated credit. Existing local CBE agreements may be utilized in lieu of any state CBE agreement.

## **Sample Statewide CBE Articulation Table**

CBE agreements are subject to change as postsecondary curricula revisions occur. All articulations listed in this document are effective as of October 1, 2011, unless otherwise noted.

Program Name:	Welding		
Program CIP Code:	12.123456		
Industry Partner(s):	NCCER Web site: AWS Web site:		
CTE Course	NCCER Standards	American Welding Society Standards	MS CBE
WLV 1116 (This is just an example, the actual cost of certifications depends upon the module)	Module 1: name (\$20.00)	AWS Module 1: name (\$20.00)	CBE Module 1: name
	Module 2: name (\$20.00)	AWS Module 2: name (\$20.00)	CBE Module 2: name
	Module 3: name (\$20.00)		CBE Module 3: name

# **Appendix F**

## **MONITORING INSTRUMENT**



## TABLE OF CONTENTS

<b>Overview .....</b>	<b>33</b>
Workforce Project Monitoring Instrument.....	35
Workforce Project Monitoring Worksheet.....	36
Workforce Project Monitoring Checklist.....	

## WORKFORCE PROJECT MONITORING

The Mississippi Community College Board's monitoring team has organized a schedule for monitoring Workforce Development Projects for each fiscal year. The team will randomly select projects to review.

The monitoring team has the discretion and authority to review all reimbursements associated with any project when financial discrepancies are uncovered in an individual reimbursement. If the monitor observes a pattern of financial discrepancies by a project manager in more than one reimbursement, the monitor at his/her discretion has the option to review all reimbursements in all projects written by the project manager in question.

The monitor at his/her discretion reserve the right to conduct a 100% monitoring review of all projects by all fifteen community/junior colleges at least once every five years. ~~This means three colleges will be monitored 100% in a rotating five year cycle annually.~~ The monitoring process includes reviewing the following:

1. Commodities invoice matching reimbursement requests.
2. Documentation of how non-expendable commodities are tracked.
3. Equipment invoices matching reimbursement requests **payment verification.**
4. Documentation of travel expenditures.
5. Contractual service agreements with instructors **along with salary verification.**
6. Evaluations of training by students/trainees **should have class name and instructor listed and dated.**
7. **Original** class sign-in sheets (dated and signed by instructor).
8. Demographic information on trainees.
9. Class attendance sheets (**Course name, start and end time of class and** dated and signed by instructor).
10. Written documentation monitoring the project (including the instructor's evaluation by local workforce staff and supporting quality assurance documentation). This documentation must be on all instructors that are employed by the college and **10% at least one class of the every project** ~~instructors hired by the industry.~~ This documentation must be signed and dated by staff.
11. Request for reimbursement matching the instructor's training hours, rate of pay per hour and fringe benefits (including preparation time and assessment hours). **Calculations will be based on sign in sheets and/or attendance ONLY.**
12. Copy of the project plus modifications and reimbursement documents.
13. A copy of the Memorandum of Agreement between the business/industry and the community college.
14. Site visit of a local industry in the community college district for customer satisfaction feedback (optional to monitor).
15. ~~Documentation of instructional quality.~~

Basic Skills projects are subject to **ALL** federal ABE guidelines and policies. Basic Skills projects will be monitored by the Adult Basic Education Division.

## WORKFORCE PROJECT MONITORING WORKSHEET

School: \_\_\_\_\_ Date: \_\_\_\_\_

Industry Name: \_\_\_\_\_ Project # \_\_\_\_\_

1. Copy of the project, plus modifications and reimbursements  
Yes / No / Not
  - Copy of original project
  - Copy of ALL modifications
  - Show reimbursement requests
2. Copy of Memorandum of Agreement available for review, signed  
Yes / No / Not
  - Project Manager/Workforce Director
  - Company Representative (if it is an external project)
3. Commodities (invoices) matching reimbursement requests  
Yes / No / Not
  - INVOICE totals should match request
  - **Copy of check from business office**
4. Documentation of how expendable commodities are tracked  
Yes / No / Not
  - Show some sort of tracking of location, date “in” and date “out” and name of person who has it
5. Equipment (invoices) match reimbursement request and itemization in project  
Yes / No / Not
  - INVOICE totals should match request
  - **Copy of check from business office**
6. Contractual Services and agreement with instructors (available)  
Yes / No / Not
  - Contracts for instructors should be available in file along with **salary verification.**
7. Evaluation of training by students / trainees – class name and Instructor name  
Yes /No/ Not
  - Evaluation sheets should have class name and instructor **(s)** listed

8. Sign in Sheets Yes / No / Not
- **ORIGINALS** not copied sign in sheets
  - Should be signed by instructor
  - Dated
  - Course name listed
  - Course start and end time
9. Class attendance sheets (signed and dated) Yes / No / Not
- **ORIGINALS** not copied sign in sheets
  - Should be signed by instructor
  - Dated
  - Course name listed
  - Course start and end time
10. Demographic information on trainees Yes / No / Not
- Can be listed on evaluation sheets or as a different form but should be available at the time of audit
11. Written documentation monitoring the project and the instructor Yes / No / Not
- 10% of **ALL** projects should have written monitoring of the project and instructor
12. Request for reimbursement matching the instructor's training hours, rate of pay per hour & fringe benefits and assessment hours Yes / No / Not
- We will reimbursed off of sign in sheets **ONLY**
  - Pay sheet should have hourly rate, # of hours, and signature of instructor
13. Documentation of travel expenses Yes / No / Not
- 
- 
14. Site visit of local industry in the community college district for customer satisfaction feedback (optional)
- 
- 
- 
-



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# WORKFORCE MONITORING CHECKLIST

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- ☐ Copy of original project
- ☐ Copy of all modifications
- ☐ Copy of all reimbursements
  - \*ALL documentation (invoices, sign in sheets, travel documentation, etc) to equal the amount of EACH reimbursement
- ☐ Copy of MOA
  - \*Signed, dated
- ☐ Student/Trainee Evaluation
  - \*Should include: course name, instructor name and date
- ☐ Sign In Sheets/Class Attendance
  - \*Should include: course name, instructor name, date, start and end time
- ☐ Trainee Demographics
- ☐ Written documentation of project and/or instructor monitoring

## **Appendix G**

# **ADJUNCT/PART-TIME/OVERLOAD AGREEMENT**



Sample

**Name of College**

Workforce Development and Training

**Adjunct/Part-Time/Overload  
Contract Addendum**

NAME OF CLASS	INSTRUCTOR	BEGIN DATE	END DATE	# HRS	HOURLY RATE	TOTAL PAY
Project Number:	Location	Company	or	Public		
Days of the Week:						
Class Hours:						

This Adjunct/Part-Time/Overload Agreement has been developed to document services that are to be provided to the college in accordance with the terms and conditions of \_\_\_\_\_ (Name of College) Board of Trustees Policy. Such adjunct/part-time/overload services shall be provided as prescribed by the college and delivered in accordance with the standards of good practice in education. This agreement will be in effect until rendered void by operation of law or termination of the agreement by mutual consent of the employer and employee. Payment for this agreement will be made upon completion of the services described above.

I agree to accept the terms and conditions of the agreements as herein set forth:

Employee

Project Writer  
Initials

Date

Workforce Director

Team Date

President

Date

Revised 5/8/13

## **Appendix H**

# **COMMUNITY COLLEGE TRAINING THAT COUNTS**

## **Community College Training That Counts**

*Let us improve your organization*

### **Customized Workforce Training**

Community colleges will partner with business and industry to offer customized training programs to achieve desired workforce training goals. Training plans are designed to be flexible and practical while producing highly skilled workers.

### **Online Workforce Training**

Workforce training provided through online methods will be reimbursed based on the rate agreed upon between MCCB and the college with documentation of successful completion of the course(s). Online course (s) must be developed by the college or offered by a third-party provider, and must include proper documentation of actual cost.

### **Train-The-Trainer Cost**

Costs are allowed for individuals to attend train-the-trainer sessions. Approved training in this area should provide the company with a resource to train employees in a discipline not currently available through the local community or junior college. A local college must demonstrate that the requested training cannot be reasonably provided by another community or junior college prior to seeking out of system providers.

### **Vendor Training**

Reimbursement for vendor training will be considered on an individual project basis. Vendor training is training provided by a third party, not affiliated with the company or the local community/junior college, that: (1) has supplied equipment, software, or other materials to the company and (2) is providing training on utilization of the supplied item(s). Vendor training must be on the specific piece of equipment or software. Vendors may not be a private trainer providing training to the college or the company for purposes other than a deliverable item as indicated above.

On-site vendor training costs shall be reimbursed for one-half of the daily cost, not to exceed \$1,000 a day, with a 10-day limit for reimbursement per training area. A copy of the invoice from the vendor must be furnished to the college for reimbursement. Training shall be obtained at the closest location to the industry. Off-site vendor training is limited to no more than (2) individuals per training area. Travel costs for off-site vendor training will be reimbursed according to the set rates listed under the Train-the-Trainer Cost category.

Reimbursements per trainee will be limited to maximum of two (2) out-of-state trips per fiscal year. Receipts for meals must be kept on file by each college.

### **Proprietary Programs**

The following programs are considered proprietary training packages because of state contacts: DDI, VitalEdu, AchieveGlobal, **Lean Training**, Plexus, ISO-9000, QS-9000, ISO-14000-01, Zig Ziglar, Phi Theta Kappa Leadership and Stephen Covey.

### **Career Readiness Certificate (CRC)**

The MCCB will fund the CRC projects with WET Funds contingent upon availability. The budget is for the WorkKeys assessments (tests) and for salary reimbursement for proctor cost. To receive a CRC certificate, the following assessments are used: reading for information, applied mathematics and locating information. If a 4<sup>th</sup> assessment is requested for any company or for anyone who is testing for teacher's assistant certification, the cost is allowable for reimbursement.

### **Trainee Credentialing**

Nationally recognized credentials provide third-party verification that individuals have demonstrated competence in relevant skill areas. Upon successful issuing of credentials, MCCB will reimburse 50% of credential cost. Reimbursement per person for credentials shall not exceed \$200 per person per year.

## **ELIGIBLE TRAINING COST**

### **Instructor Salaries**

Instructor Salaries shall be based on the type of training with the rate of pay being determined by the Workforce Project Manager. Reimbursement by the MCCB shall not exceed the rate of \$35 per hour. The exception to the \$35 per hour must be approved by the Executive Director of the MCCB or his designee.

### **Educational Materials and Supplies**

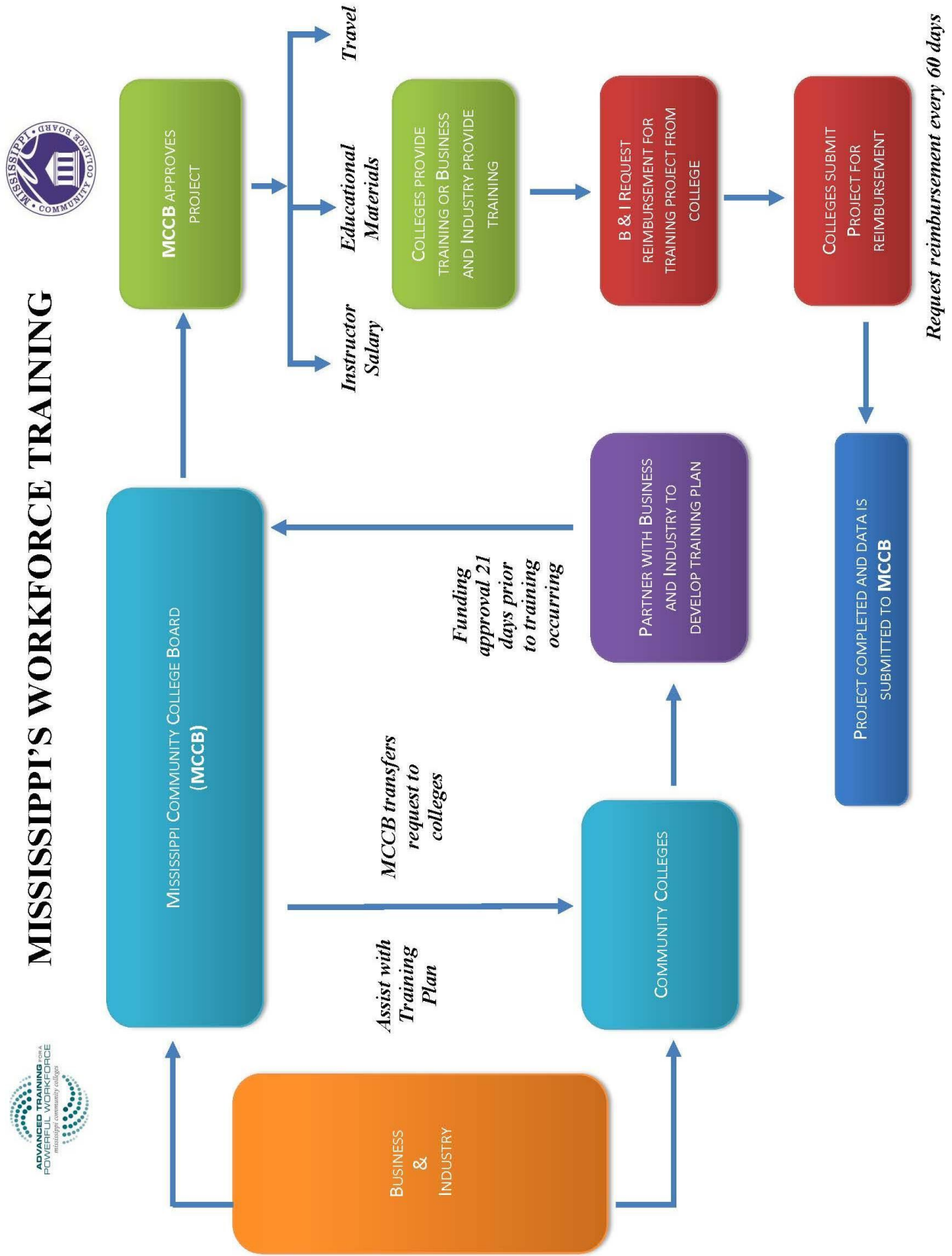
Training manuals and textbooks are an allowable expense if the school is retaining them for future use. Assistance for high cost educational materials will be considered on a project-by-project basis, based on justification to be provided in the project application. Reimbursement on a per person basis for materials will not be done for any type of project. A local tracking system must be used for all expendable educational materials and supplies.

### **Instructional Training Aids/Curriculum Development**

Training manuals and videos, and other training materials through a public entity may be purchased. Justification must be a part of the project, submitted under the educational materials and supplies section.

## **Appendix I**

# **BUSINESS AND INDUSTRY FLOW CHART**



## **Appendix J**

# **WORKFORCE TRAINING BUSINESS APPLICATION DOCUMENTATION**

## COMMUNITY COLLEGE WORKFORCE TRAINING APPLICATION



In accordance with the Workforce Education Act of 1994, the intent of workforce education is for the creation and development of a regionally based system in Mississippi for education and training which responds to the needs of Mississippi's workforce and employers. The Mississippi Community College Board and 15 community colleges are focused on providing business and industry with advanced training for a powerful workforce. Experienced workforce staff can help analyze business needs and develop customize training and/or funding to achieve desired training results at no cost to qualified businesses. We are committed to comprehensive training through each individual college or consortia of colleges to support new, expanding or existing business. Start here to begin the process.

### COMPANY INFORMATION

NAME

MAILING ADDRESS

CITY  STATE  ZIP CODE  COUNTY

COMPANY WEB ADDRESS

CONTACT NAME  TITLE

PHONE  EMAIL

#### DESCRIPTION OF COMPANY PRODUCT OR SERVICE

FEDERAL ID#  MDES#

NUMBER OF EMPLOYEES

HAS YOUR COMPANY RECEIVED MS COMMUNITY COLLEGE TRAINING? Y ☐ N ☐

IF YES WHAT TYPE OF TRAINING:

### TRAINING PLAN

DESCRIBE TYPE OF TRAINING REQUIRED



**IDENTIFY LOCATION TRAINING WILL OCCUR**

**NUMBER OF EMPLOYEES TO BE TRAINED**

**DESCRIPTION OF COMPANY TRAINING OBJECTIVES**

**PROJECTED START DATE**

**PROJECTED END DATE**

**THE COMPANY WILL:**

1. Identify specific training needs and skill requirements.
2. Coordinate project with Workforce Development Coordinator at the college.
3. Provide oversight and monitoring of training.
4. Schedule classes and/or participants and give release time for training.
5. Make necessary arrangements for approved reimbursable training.
6. Request reimbursement at least every 60 days to college.
7. Be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.
8. Provide the Workforce/Continuing Education Registration Form for each training participant.

**THE COLLEGE WILL:**

1. Approve training projects to be provided by the college or other training provider.
2. Provide oversight and monitoring of project.
3. Evaluate training effectiveness.
4. Provide, at least quarterly, a list of company employees, who have completed the Workforce/Continuing Education Registration Form.
5. Provide technical assistance.
6. Complete reimbursement requisitions at least every 60 days and submit to MCCB for payment.
7. Be in compliance with E-Verify as specified in the Mississippi Employment Protection Act.

**MCCB WILL:**

1. Approve submitted projects prior to start.
2. Reimburse the company or the college within 45 days of receipt of requisition.
3. Facilitate training by consortia when required.
4. Provide funding as approved in the budget.
5. Monitor the project through documentation maintained by the college.



## **Appendix K**

# **WORKFORCE EDUCATION INTERNSHIP POLICY**

# **Workforce Internship Program**

## **SCOPE AND PURPOSE**

The purpose of this policy is to detail the requirements and eligibility for the Community College Internship program. In an effort to promote an “Earn While You Learn” initiative, the goal of the internship program is to help eligible adults, dislocated workers, and Career and Technical students to gain practical work experience and sharpen their leadership skills while earning a wage. This initiative positively impacts all parties: business and industry are afforded an opportunity to make a hire that may be a better organizational fit based on the interns work performance, the students has an opportunity to gain valuable training and work experience while enrolled in a training program, and the college improves their partnerships with business and industry while improving their student placement rates.

## **Participant Eligibility**

Internships/Apprenticeships/Paid Work Experiences are allowable intensive service for adults, dislocated workers, and Career and Technical students.

Individuals interested in the internship program must be in one of the following categories:

- a. Eligible students must have completed a minimum of 75 percent of a training program in an allowable pathway.
- b. Individuals interested in career exploration or individuals who have been out of the workforce for a period of time.

Staff must complete an initial assessment and have documentation in the participant file to establish internship need. Case notes are imperative for the internship program and must be in place for monitoring.

## **Employer Eligibility**

The Mississippi Community College Workforce Education will target the following sectors:

- a. Advance Manufacturing
- b. Health Care
- c. Tourism and Film
- d. Other approved Sectors

Participating employers are required to pay 50 percent of the hourly wage match for trainees. The hourly wage maximum is \$16 per hour. Employers must agree to the terms and conditions outlined in the Worksite Agreement.

### **Parameters of Internship Program**

- a. The maximum duration for each internship/participant is 240 hours.
- b. The maximum amount allowed per participant is \$1,920.
- c. Participant cannot exceed 40 hours per week.